

# The Single Plan for Student Achievement

**School:** Arellanes Elementary School  
**CDS Code:** 42-69120-6045975  
**District:** Santa Maria-Bonita School District  
**Principal:** Ron Smith  
**Revision Date:** May 24, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

**Contact Person:** Ron Smith  
**Position:** Principal  
**Phone Number:** 805-361-6863  
**Address:** 1890 Sandalwood Dive  
Santa Maria, CA 93455  
**E-mail Address:** rsmith@smbdsd.net

**The District Governing Board approved this revision of the SPSA on June 21, 2017.**

## Table of Contents

School Vision and Mission .....	4
School Profile .....	4
Comprehensive Needs Assessment Components .....	5
Data Analysis .....	5
Surveys .....	5
Classroom Observations .....	5
Analysis of Current Instructional Program .....	5
Description of Barriers and Related School Goals .....	7
School and Student Performance Data .....	8
CAASPP Results (All Students) .....	8
CELDT (Annual Assessment) Results .....	12
CELDT (All Assessment) Results .....	14
Title III Accountability (School Data) .....	16
Title III Accountability (District Data) .....	17
Planned Improvements in Student Performance .....	18
School Goal #1 .....	18
School Goal #2 .....	22
School Goal #3 .....	24
School Goal #4 .....	26
School Goal #5 .....	29
School Goal #6 .....	32
Centralized Services for Planned Improvements in Student Performance .....	35
Centralized Service Goal #1 .....	35
Centralized Service Goal #2 .....	37
Centralized Service Goal #3 .....	41
Centralized Service Goal #4 .....	47
Centralized Service Goal #5 .....	48
Centralized Service Goal #6 .....	50
Centralized Service Goal #7 .....	53
Centralized Service Goal #8 .....	56
Summary of Expenditures in this Plan .....	60
Total Allocations and Expenditures by Funding Source .....	60
Total Expenditures by Object Type .....	61
Total Expenditures by Object Type and Funding Source .....	62

Total Expenditures by Goal .....	63
School Site Council Membership .....	64
Recommendations and Assurances.....	65

## School Vision and Mission

### Arellanes Elementary School 's Vision and Mission Statements

Vision: We are here to prepare children to be successful citizens.

Mission: Our mission is to teach, to learn, and to facilitate learning in a cooperative and safe environment.

## School Profile

Arellanes Elementary School was originally built in 1961 as a K-8 school. In the intervening years, the school was split into a separate K-6 and Junior High with more buildings added to each campus. Arellanes Elementary is located in the housing community of Tanglewood, west of Orcutt, off Black Road. We are a small community school and most of our students walk to and from school from the local area. Arellanes has 11 classrooms housing approximately 300 students. Arellanes Elementary School has a staff of 10 general education teachers, 1 learning handicapped special education teacher, one half time resource teachers, one half time intervention teacher, one full time outreach consultant, and one administrator providing an excellent education for all students.

Our Hispanic/Latino student count comprises 94% of the student population, of which, 60% are English Learners. A majority of our kindergarten students enter school with little or no English language skills (CELDT 1). Students quickly gain early literacy skills by first and second grades, with only 8% of the second graders scoring at the beginning level on the test for the 2016-2017 school year. By fifth and sixth grades, most of our students have been reclassified as fluent English proficient. For the 2016-2017 school year, we will reclassify 28 students as Fluent English Proficient. Arellanes Elementary school has a SED (Socio-Economically Disadvantaged) rate of 91%. 91% of the students are eligible for the free and reduced lunch program. A large percentage of our parents are employed in agriculturally related jobs, making our student population highly mobile. 17% of the students participate in the Migrant Education Program. 9% are GATE students that typically opt to remain at Arellanes School in GATE Clusters.

Beginning in 2013-14, students at Arellanes Elementary School participated in the new statewide student assessment system program identified as CAASPP, California Assessment of Student Performance and Progress. The STAR Program was last administered in 2012-13. During that assessment period, Arellanes Elementary gained 43 points on the Academic Performance Index and met targets. To exit PI, schools that met all AYP criteria for two reporting cycles (2013 and 2015 AYP; there was no 2014 report) may exit PI at the end of 2014–15. Arellanes Elementary met AYP targets in 2013 using Safe Harbor and the limited 2015 criteria and exited from PI status. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year but we continue to refine teaching Common Core standards so that our students are successful with testing, but more importantly, with their overall academic readiness.

Although Arellanes Elementary School students have shown growth, our focus at Arellanes Elementary School is to improve student academic performance, foster parent/guardian/community involvement, and to provide a safe environment for everyone – students and adults. At our school, the underlying theme must be student achievement and success for all students. However, success is not wholly measured by scores alone. We need to envision and cultivate life-long learners and thinkers who are provided a rigorous, high interest, relevant curriculum. We need to shift away from the textbook and be learner centered and teach the way children learn best—hands on, engaged, using technology, and the like.

### District Core Values:

1. We believe every person has value and potential.
2. We believe in the power of teaching.
3. We believe families are critical partners in a child's education.
4. We believe the greatest learning occurs in a safe environment.
5. We believe all students should be given the best education possible
6. We believe in being advocates for our district's excellence.
7. We believe in dignity and respect for all.

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

Please refer to the School and Student Performance Data section where an analysis is provided.

### **Surveys**

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

### **Classroom Observations**

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal observations occur twice a year for temporary and probationary employees and once every other year for tenured employees. Informal classroom operations happened throughout the year. Findings and the resulting collaboration result in refinement of teaching practices.

### **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### **Standards, Assessment, and Accountability**

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Students in grades 3-6 took the CAASPP state assessments. The data has been used to establish baseline data to determine growth measurement.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Go Math assessments for math. Need to develop math benchmark assessments. Dibels benchmark three times per year and progress monitoring every three weeks. District ELA benchmark assessments. CELDT test for English Language Learners. Teacher developed formative and summative assessments to monitor student progress throughout the school year.

### **Staffing and Professional Development**

3. Status of meeting requirements for highly qualified staff (ESEA)

All staff are highly qualified.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers have received training on Go Math. 2017-2018 ELA/ELD training will occur after adoption and approval by SMBSD School Board.

Teachers have receive professional development training at district and site sponsored training events during early out Thursdays.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is based on Common Core Standards and driven by student needs as determined by student performance data. Professional development is based on district and site goals.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Principal, teachers, and Intervention teacher meet weekly to analyze student data, collaborate, and plan instruction.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers have collaboration time through early-out Thursday meetings.

#### Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Math: adopted and aligned instructional materials. ELA/ELD: adopted for 2017-2018.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Teachers comply with instructional minute requirements.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

We have developed intervention Rti support into the master schedule.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Math: adopted and aligned instructional materials. ELA/ELD: adopted for 2017-2018.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Math: adopted and aligned instructional materials. ELA/ELD: adopted for 2017-2018.

#### Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Teacher, tutors, and paraprofessionals focus on skill development ion small groups for underperforming students.

#### 14. Research-based educational practices to raise student achievement

Research based educational practices have been implemented. Teachers make sure that students understand the lesson objectives. Teachers engage in the gradual release model of instruction. Teachers utilize cooperative learning strategies and other research based strategies to ensure students are making progress.

#### Parental Involvement

#### 15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The district, school, and community provide numerous services both in and out of the school setting to under achieving students.

#### 16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Stakeholders have opportunities throughout the year to give input into school programs and plans.

#### Funding

#### 17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds are used to support underperforming students. We employ teacher tutors, intervention teachers, and other paraprofessionals to support student learning. We use categorical funds to purchase materials and technology to support student learning.

#### 18. Fiscal support (EPC)

The site receives appropriate fiscal support where the trend has been toward increased funding in an environment that is often described a feast or famine financing for education.

### **Description of Barriers and Related School Goals**

Highly qualified teachers not available; unfilled positions.

Our schools are beginning to learn and implement Common Core standards. It will take time for teachers to fully understand and implement standards.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	39	40	38	40	38	40	97.4	100
Grade 4	40	38	39	38	39	38	97.5	100
Grade 5	45	39	44	39	44	39	97.8	100
Grade 6	41	48	41	48	41	48	100.0	100
All Grades	165	165	162	165	162	165	98.2	100

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2392.1	2353.2	8	5	21	8	37	23	34	65
Grade 4	2401.9	2393.0	8	0	5	18	36	24	51	58
Grade 5	2411.5	2449.7	0	8	20	21	14	28	66	44
Grade 6	2461.4	2461.2	2	4	17	17	44	40	37	40
All Grades	N/A	N/A	4	4	16	16	32	29	48	51

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	5	3	55	38	39	60
Grade 4	8	5	36	39	56	55
Grade 5	2	13	27	41	70	46
Grade 6	5	2	39	44	56	54
All Grades	5	5	39	41	56	54

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	11	3	53	30	37	68
Grade 4	10	0	46	50	44	50
Grade 5	0	13	34	44	66	44
Grade 6	7	15	46	40	46	46
All Grades	7	8	44	41	49	52



Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	8	8	68	58	24	35
Grade 4	5	5	64	55	31	39
Grade 5	7	5	43	69	50	26
Grade 6	2	2	59	67	39	31
All Grades	6	5	58	62	36	33

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	16	5	53	48	32	48
Grade 4	8	8	38	42	33	50
Grade 5	7	15	39	56	55	28
Grade 6	7	15	59	58	34	27
All Grades	9	11	47	52	39	38

**Conclusions based on this data:**

1. Overall mean achievement scores in English Language Arts/Literacy were very flat and there was not an increase in average mean scores in all grades. Grade three and four saw a decline in mean achievement score. Grade six was statistically even. Grade five saw a 38 point increase in mean average score. School-wide assistance programs will be the most effective use of targeted instruction and funds.
2. Percent of enrolled students tested is high and improved to 100%. School-wide attendance incentives are effective and working.
3. The percent of students scoring above standard or at or near standard in research/inquiry, listening, writing, and reading is flat from year to year. Reading 44 to 46, writing, 51 to 49, listening 64 to 67, and research/inquiry 56 to 63. While small improvements not significant and school-wide assistance programs will be the most effective use of targeted instruction and funds as about half the students are below standard in reading and writing.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		# of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	39	40	39	40	39	40	100.0	100
Grade 4	40	38	39	38	39	38	97.5	100
Grade 5	45	38	45	38	45	38	100.0	100
Grade 6	41	48	41	48	41	48	100.0	100
All Grades	165	164	164	164	164	164	99.4	100

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2399.4	2378.6	0	3	33	13	41	33	26	53
Grade 4	2408.7	2416.6	3	0	8	11	41	50	49	39
Grade 5	2406.0	2412.3	0	3	0	5	29	18	71	74
Grade 6	2453.4	2444.6	0	0	12	13	44	31	44	56
All Grades	N/A	N/A	1	1	13	10	38	33	48	55

Concepts & Procedures						
Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	3	8	56	40	41	53
Grade 4	3	0	28	29	69	71
Grade 5	0	3	20	11	80	87
Grade 6	0	2	39	27	61	71
All Grades	1	3	35	27	63	70

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	10	3	54	40	36	58
Grade 4	8	3	36	39	56	58
Grade 5	0	3	18	18	82	79
Grade 6	0	2	41	42	59	56
All Grades	4	2	37	35	59	62

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	3	3	72	48	26	50
Grade 4	3	3	36	42	62	55
Grade 5	0	8	22	32	78	61
Grade 6	2	0	56	50	41	50
All Grades	2	3	46	43	52	54

**Conclusions based on this data:**

1. Overall mean achievement scores in mathematics were very flat and there was not an increase in average mean scores in all grades. Grade three and six saw a decline in mean achievement score. Grade four and five saw a small increase in mean scores (8 and 6, respectively). School-wide assistance programs will be the most effective use of targeted instruction and funds.
2. Percent of enrolled students tested is high and improved to 100%. School-wide attendance incentives are effective and working.
3. The percent of students scoring above standard or at or near standard in Concepts & Procedures, Problem Solving & Modeling/Data Analysis, and Communicating Reasoning is flat from year to year. Concepts & Procedures 36 to 30, Problem Solving & Modeling/Data Analysis 41 to 37, and Communicating Reasoning 48 to 46. School-wide assistance programs will be the most effective use of targeted instruction and funds as more than half the students are below standard.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K							1 25%			2 50%	4 67%		1 25%	2 33%	
1				1 3%	1 4%		10 30%	8 35%		13 39%	6 26%		9 27%	8 35%	
2				4 14%	1 3%		9 31%	18 51%		13 45%	15 43%		3 10%	1 3%	
3	1 4%			1 4%	2 8%		11 48%	8 32%		7 30%	11 44%		3 13%	4 16%	
4	1 4%	1 4%		6 25%	7 27%		11 46%	15 58%		2 8%	1 4%		4 17%	2 8%	
5	1 5%	1 6%		7 33%	3 17%		7 33%	8 44%		3 14%	1 6%		3 14%	5 28%	
6		1 5%		5 33%	5 24%		3 20%	8 38%		3 20%	4 19%		4 27%	3 14%	
<b>Total</b>	3 2%	3 2%		24 16%	19 12%		52 35%	65 42%		43 29%	42 27%		27 18%	25 16%	

**Conclusions based on this data:**

1. A majority of kindergarten students enter school and is beginning of English language learners. This may indicate the need for more EL Rti support into your garden and fresh grades
2. Students quickly gain early literacy ELD skills by first and second grades.
3. As students progress through elementary grades, student proficiency level is increasing. By fifth grade over half of the English language learners have been reclassified as fluent English proficient. However, many are staying at level three for a long period of time. Focused ELD instruction for grades three through six should include creating small, level three groups for intense ELD instruction.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K							2 7%	1 3%		6 20%	11 38%		22 73%	17 59%	
1				1 3%	1 4%		10 29%	8 35%		14 41%	6 26%		9 26%	8 35%	
2				4 13%	1 3%		9 29%	18 49%		14 45%	15 41%		4 13%	3 8%	
3	1 4%			1 4%	2 8%		12 48%	8 32%		7 28%	11 44%		4 16%	4 16%	
4	1 4%	1 4%		6 25%	7 27%		11 46%	15 58%		2 8%	1 4%		4 17%	2 8%	
5	1 5%	1 6%		7 32%	3 17%		7 32%	8 44%		3 14%	1 6%		4 18%	5 28%	
6		1 5%		5 33%	5 24%		3 20%	8 38%		3 20%	4 19%		4 27%	3 14%	
<b>Total</b>	3 2%	3 2%		24 13%	19 11%		54 30%	66 37%		49 27%	49 27%		51 28%	42 23%	

**Conclusions based on this data:**

1. As students progress through elementary grades, student proficiency level is increasing; not at rates we would prefer to see and according to state guidelines, but there is consistent growth.
2. A dramatic decrease in level one English language learners students in grades K and one indicating the need for early school experiences for our English language learners.
3. Although there is rapid growth for English language learners in the beginning grades, there's still a high number of beginning and early intermediate English language learners in grades four through six that needs intensive instruction to be common language profession.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	144	149	154
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	144	149	154
Number Met	65	71	71
Percent Met	45.1%	47.7%	46.1%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	138	40	143	37	136	42
Number Met	14	15	11	13	11	11
Percent Met	10.1%	37.5%	7.7%	35.1%	8.1%	26.2%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	
<b>Mathematics</b>			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	

#### Conclusions based on this data:

1. AMAO1: The percent of students meeting annual growth targets has remained steady in the high of 46-47% tile range. Targeted ELD instruction implemented this year should help as we are still missing the increasing state targets.
2. AMAO2: The percentile of students with five or more years of EL instruction are declining over a three year from 37.5% to 26.2%.
3. AMAO3: Participation rates have been met more 2014-2015, but there is no other data to evaluate.



## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	8528	8773	8,340
Percent with Prior Year Data	100.0		100
Number in Cohort	8527	8773	8,338
Number Met	4521	4377	3,919
Percent Met	53.0	49.9	47
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	7411	2771	7725	2810	7,697	2,501
Number Met	1013	1261	984	1181	813	793
Percent Met	13.7	45.5	12.7	42.0	10.6	31.7
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate	Yes	100	
Met Percent Proficient or Above	No	N/A	
<b>Mathematics</b>			
Met Participation Rate	Yes	100	
Met Percent Proficient or Above	No	N/A	
<b>Met Target for AMAO 3</b>	<b>No</b>		<b>N/A</b>

#### Conclusions based on this data:

1. AMAO 1: The percentage of English learners making annual growth on the CELDT test has decreased in the last three years by 3% per year.
2. AMAO 2: The percentage of English learners with 5 or more years in US schools who have attained English proficiency has decreased in the last three years from 45.5% to 31.7%
3. AMAO 3: There is no state assessment data available to analyze the performance of English learners in ELA and math for the last three years.

## Planned Improvements in Student Performance

### School Goal #1

<b>SUBJECT: English Language Arts</b>
<b>LEA/LCAP GOAL:</b>
LEA GOAL: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics; and all students will be taught by highly qualified teachers. LCAP GOAL: Provide effective district/school wide support systems, procedures, processes, materials and practices that support student learning.
<b>SCHOOL GOAL #1:</b>
A) 50% of students in grades 3-6 will demonstrate academic growth in English Language Arts as evidenced by the results of the CAASPP Student Score Reports (increase in English Language Arts/Literacy overall score).  B) 80% of students in grades 2-6 will demonstrate academic achievement in English Language Arts as evidenced by English Language Arts Instructional Level of Intensive, Strategic, or Benchmark.  C) Seventy-five percent (75%) of students in kindergarten will be strategic or benchmark in their grade level standards.  STRATEGY: During the 2017-2018 school years, Arellanes Elementary School will provide a school-wide high quality English Language Arts program based on scientifically based research that addresses Common Core State Standards for Language Arts, an intensive ELA program for students, and a Response to Intervention program to meet the needs of our struggling learners.
<b>Data Used to Form this Goal:</b>
<ul style="list-style-type: none"><li>• Analysis of the 2016-2017 CAASPP student Score Reports in English Language Arts/Literacy overall scores</li><li>• Analysis of local ELA assessments, benchmarks, and other formative and summative data, as appropriate</li><li>• Dibels fluency benchmark growth</li><li>• SRI comprehension growth</li><li>• Analysis of current ELA groupings</li><li>• Classroom observations</li></ul>

**Findings from the Analysis of this Data:**

78% of students in grades 1-6 are currently identified as Strategic or Benchmark ELA students

22% of students in grades 1 – 6 are currently enrolled in Intensive ELA programs

68% of students in Kindergarten are currently identified as Strategic or Benchmark ELA students

32% of students in Kindergarten are currently enrolled in Intensive ELA programs

Smarter Balanced Summative ELA:

2014-2015: Total # of Students Tested: 159 | Avg. Scale Score: 2416.7 / percent of Student scoring proficient or advanced: 20%

2015-2016: Total # of Students Tested: 164 | Avg. Scale Score: 2416.1 / percent of Student scoring proficient or advanced: 20%

**How the School will Evaluate the Progress of this Goal:**

Analyze CAASPP student scores in ELA for percentage of students who have increased scores from the previous year.

Analyze English Language Arts for increases in Benchmark and Strategic groups, and decreases in Intensive and groups.

Dibels benchmark 3 times per year and progress monitoring every three weeks.

District trimester benchmarks.

Accelerated Reader Comprehension assessment 3 times per year.

ELA unit assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement a school-wide reading intervention program to address the needs of students in grade TK- 6 identified as strategic or intensive on district/school benchmark assessments or English Language Learner on CELDT.	2017-2020	Principal, leadership team, intervention teachers, classroom teachers.	Purchase supplemental and ancillary reading materials, and instructional materials. interventions.	4000-4999: Books And Supplies	LCFF - Supplemental	500
			Purchase supplemental and ancillary reading materials, and instructional materials.	4000-4999: Books And Supplies	Title I Part A: Allocation	5004

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide technology and software that supports standards based instruction, student assessment, and student support in the use of 21st Century skills.	2017-2020	Principal, leadership team, intervention teachers, classroom teachers.	Purchase hardware, infrastructure, and software programs and licenses to support instruction and assessment (Achieve 3000, DIBELS, Accelerated Reader, etc)	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	535
			Purchase hardware, infrastructure, and software programs and licenses to support instruction and assessment (Achieve 3000, DIBELS, Accelerated Reader, etc)	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	6000
			Computer technician salaries and benefits.	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	8000
			Purchase hardware, infrastructure, and software programs and licenses to support instruction and assessment (Achieve 3000, DIBELS, Accelerated Reader, etc)	4000-4999: Books And Supplies	LCFF - Supplemental	1000
			Purchase hardware, infrastructure, and software programs and licenses to support instruction and assessment (Achieve 3000, DIBELS, Accelerated Reader, etc)	4000-4999: Books And Supplies	Title I Part A: Allocation	6000
Provide library media specialist to provide all students access to leveled text and support the professional library.	2017-2020	Principal.	Library media specialist salary and benefits	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	9000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide time for collaboration among teachers to discuss student progress, evaluate programs, interpret data.	2017-2020	Principal, leadership team, intervention teachers, classroom teachers.	Release time for collaboration/stipends.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	500
Professional development opportunities in research-based practices and instructional delivery.	2017-2020	Principal, leadership team, intervention teachers, classroom teachers.	Hire consultants and presenters for professional development opportunities.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1000
			Hire consultants and presenters for professional development opportunities.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	1000
			Conference expenses including sub coverage.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	500
Implement AVID program during 2017-2018 school year to prepare students in grades 4-6 for rigorous course work and success in college and continue subsequent years.	2017-2020	Principal, intervention teachers, 4-6 classroom teachers.	Staff development for 5, including administrator, intervention, and general education teachers and subject area teachers, comprising the new site team. Registration, transposition, accommodations, meals.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	3000
Provide a comprehensive extended day program with opportunities for remediation, enrichment, the arts, physical education, and homework support.	2017-2020	Principal, leadership team, intervention teachers, classroom teachers.	Teachers and staff for extended day programs.	1000-1999: Certificated Personnel Salaries	District Funded	

## Planned Improvements in Student Performance

### School Goal #2

<b>SUBJECT: English Language Development</b>
<b>LEA/LCAP GOAL:</b>
LEA GOAL: All limited-English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. LCAP GOAL: Develop and enhance programs and services that support English Language Learners becoming proficient in all academic areas.
<b>SCHOOL GOAL #2:</b>
A. At least 50% of English Language Learners (ELL) students continuously enrolled in grades 1-6 will increase one CELDT level each year  B. 15% of English Learners in grades 3 through 6 will demonstrate achievement in acquiring English Language Proficiency as evidenced by qualifying for Re-Designation as Fluent English Proficient  STRATEGY: Develop a school-wide framework that addresses English language skills of listening, speaking, reading, and writing to provide strategies based on scientifically based research that will address the specific academic issues of non-Fluent English Language Learners
<b>Data Used to Form this Goal:</b>
• California English Language Development Test (CELDT)
<b>Findings from the Analysis of this Data:</b>
2014: 65 out of 144, or 45.1% of ELLs made progress learning English and moving up at least one proficiency level on the CELDT  2015: 61 out of 148, or 41.2% of ELLs made progress learning English and moving up at least one proficiency level on the CELDT  2016: 63 out of 138, or 45.6% of ELLs made progress learning English and moving up at least one proficiency level on the CELDT  2016: Students Tested: 178   Avg. Scale Score: 432.4  28 (20.2%) students re-designated English Proficient in 2016. Up from 19 in 2015 and 14 in 2014

**How the School will Evaluate the Progress of this Goal:**

Analyze 2016 and 2017 CELDT scores for percentage of students who have increased scores from previous year

Analyze the number of students re-designated Fluent English Proficient

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement a school-wide reading and ELD intervention program to address the needs of students in grade TK- 6 identified as strategic or intensive on district/school benchmark assessments, ELA CAASPP, or English Language Learner on CELDT.	2017-2020	Principal, leadership team, intervention teachers, classroom teachers.	Hire teacher tutor and/or LAT to provide small groups interventions.	1000-1999: Certificated Personnel Salaries	LCFF - Base	29177
			Release time for work time for progress monitoring and data review.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	500
			Purchase supplemental and ancillary reading materials, and instructional materials.	4000-4999: Books And Supplies	Title I Part A: Allocation	2000
Supplemental instruction to beginning and early intermediate ELL's to reduce student to teacher ratios and provide targeted small groups instruction based on assessment results.	2017-2020	Principal, leadership team, intervention teachers, classroom teachers.	Hire Bilingual Instructional Assistants salary and benefits.	2000-2999: Classified Personnel Salaries	LCFF - Base	11572

## Planned Improvements in Student Performance

### School Goal #3

<b>SUBJECT: Mathematics</b>
<b>LEA/LCAP GOAL:</b>
LEA GOAL: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics; and all students will be taught by highly qualified teachers. LCAP GOAL: Provide effective district/school wide support systems, procedures, materials and practices that support student learning.
<b>SCHOOL GOAL #3:</b>
A. 50% of students in grades 4 – 6 will demonstrate academic improvement in Mathematics as evidenced by the results of the 2016 and 2017 CAASPP Student Score Reports (increase in Mathematics overall score).  B. 50% of students in grades 1-6 will demonstrate academic achievement in Mathematics as evidenced by scoring Proficient or Advanced on the End-of-Year District math benchmark test.  STRATEGY: Provide coaching, training, and support to all staff to assist in providing a school-wide high quality Mathematics program on scientifically based research that addresses Common Core State Standards for Mathematics.
<b>Data Used to Form this Goal:</b>
<ul style="list-style-type: none"><li>• Analysis of local math assessments, benchmarks, and other formative and summative data, as appropriate.</li><li>• Analysis of the 2016-2017 CAASPP student Score Reports in mathematics.</li><li>• Classroom observations.</li></ul>
<b>Findings from the Analysis of this Data:</b>
Smarter Balanced Summative Mathematics: 2014-2015: Total # of Students Tested: 161   Avg. Scale Score: 2415.7 / percent of Student scoring proficient or advanced: 13% 2015-2016: Total # of Students Tested: 188   Avg. Scale Score: 2426.5 / percent of Student scoring proficient or advanced: 12%



**How the School will Evaluate the Progress of this Goal:**

Analyze 2016 and 2017 CAASPP student scores in math for percentage of students who have increased scores from the previous year

Analyze newly adopted math material (Go Math) assessments for the percentage of students achieving Proficient or Advanced levels

Dibels Easy CBM Math assessment

Mastery of timed math facts

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement CCSS aligned math program.	2017-2020	Principal, leadership team, intervention teachers, classroom teachers.	Purchase supplemental and ancillary materials.	4000-4999: Books And Supplies	Title I Part A: Allocation	2000

## Planned Improvements in Student Performance

### School Goal #4

<b>SUBJECT: Other Subjects (Social Studies, Science, PE, Arts)</b>
<b>LEA/LCAP GOAL:</b>
LEA GOAL: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics; and all students will be taught by highly qualified teachers. All limited-English Proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. LCAP GOAL: Provide effective district/school wide support systems, procedures, processes, materials and practices that support student learning. Develop and enhance programs and services that support English Language Learners becoming proficient in all academic areas.
<b>SCHOOL GOAL #4:</b>
A. All students will participate in appropriate other subjects during the school day, including social studies, science, PE and arts.  STRATEGY: Develop and implement a comprehensive plan to serve the needs of all students and support their attainment of other academic subjects.
<b>Data Used to Form this Goal:</b>
<ul style="list-style-type: none"><li>• Review of instructional minutes and instructional minute guidelines</li><li>• 5th Grade Physical Fitness Test</li><li>• Report by the Arts Education Partnership that states schoolchildren exposed to drama, music and dance may do a better job at mastering reading, writing and math than those who focus solely on academics</li><li>• Teacher survey</li><li>• Analysis of most recent CST science results</li></ul>

**Findings from the Analysis of this Data:**

ELA and Mathematics instruction can encroach on other subjects

Desire for instructional time in other subjects

5th graders tested in science demonstrate an increase need for STEM education:

3% advanced

29% Proficient

51% basic,

11% below basic

6% Far Below Basic.

Fitness Test: students made slight gains aerobic capacity and body composition, this year in two of the most important indicators of health and physical fitness, and held relatively steady overall

Standards Met: Four of Six, 12.8%; Five of Six, 7.7%; Six of Six, 5.1%

**How the School will Evaluate the Progress of this Goal:**

Analyze Teachers' Instructional Minutes reports

Analyze observations and anecdotal data

Teacher survey

2016-2017 5th Grade Physical Fitness Test

District pre and post physical fitness test

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hire coaching staff to provide students with varied physical education experiences physical education instruction, intramural sports, noon leagues, and extramural sports. Using the PE teacher to reduce class size and allow for effective writing instruction while half the class goes out to PE and the other half remains in for writing instruction has proven to be effective in increasing our student writing goals.	2017-2020	Principal, Teachers.	PE Teacher tutor salary and benefits.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	26,000
Provide supplemental educational and enrichment experiences to support student learning and social studies, science, physical education, arts, and technology.	2017-2020	Principal, Teachers.	Transportation and admission fees for outdoor education, and educational field trips. Purchase supplemental instructional materials, supplies, and equipment including PE equipment, art supplies, science equipment, magazines, and instructional software.	5000-5999: Services And Other Operating Expenditures 4000-4999: Books And Supplies	LCFF - Supplemental LCFF - Supplemental	2000 3000

## Planned Improvements in Student Performance

### School Goal #5

<b>SUBJECT: Support Services (Counseling, Safety, Nutrition, Health)</b>
<b>LEA/LCAP GOAL:</b>
LEA GOAL: All students will be educated in learning environments that are safe, drug free, and conducive to learning. LCAP GOAL: Maintain a safe, secure, healthy and positive learning environment for all students and staff.
<b>SCHOOL GOAL #5:</b>
A. The percentage of students that report feeling safe “all the time” and “most of the time” will increase or on the California Healthy Kids Survey will increase by 10%. B. The California Healthy Kids indicator “School Engagement and Supports as measure by “School Connectedness” will increase by 5%. C. All students will be educated in learning environments that are safe, drug free, and conducive to learning.  STRATEGY: Arellanes Elementary School will use an inquiry-based approach to identify major student safety issues, review current practices, and identify potential strategies or interventions to increase student counseling, safety, and nutrition. The goal is to provide a school climate that encourages student attendance and engagement through learning supports and health-related supports, while minimizing/mitigating non-academic learning barriers such as substance abuse, bullying and violence, poor physical/mental health, and lack of access to protective factors for students.
<b>Data Used to Form this Goal:</b>
<ul style="list-style-type: none"><li>• 5th Grade California Healthy Kids Survey</li><li>• Comments and testimonials of AES students and staff</li><li>• Attendance Rates</li><li>• Safe School Plan</li></ul>

**Findings from the Analysis of this Data:**

69% of students report feeling safe “all the time” and “most of the time” on the 2016-2017 California Healthy Kids Survey.

47% of students report feeling connected at school on the 2016-2017 California Healthy Kids Survey.

2015-2016: Year End 96.91%

2014-2015: Year End 97.22%

2013-2014: Year End 97.20%

**How the School will Evaluate the Progress of this Goal:**

This school goal will be evaluated on an annual basis as part of the Single Plan for School Achievement

5th Grade California Healthy Kids Survey.

School Safety Plan

School Attendance Rates

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide a variety of activities with staff supervision to help students adapt to school environment, and adjust to all phases of individual growth and how it relates to academic performance; to include extra-curricular activities, sports, and clubs.	2017-2020	Principal, Psychologist, ORC, Teachers.	Provide for Outreach Consultant.	5000-5999: Services And Other Operating Expenditures	District Funded	
			Provide school psychologist.	5000-5999: Services And Other Operating Expenditures	District Funded	
Provide programs to help students adapt to school environment, and adjust to all phases of academic growth, to include Behavior Support Plans, Too Good for Drugs, DARE, assemblies and programs.	2017-2020	District C & I, Principal, ORC, Teachers.	Provide stipends and release time for activities, sports, and clubs.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	300
			Provide supplies and materials.	4000-4999: Books And Supplies	LCFF - Supplemental	300
Comprehensive Attendance program.	2017-2020	Principal, ORC, Teachers.	Provide incentives for academic achievement and behavior.	4000-4999: Books And Supplies	LCFF - Supplemental	200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Additional site funded outreach consultant will be hired to work with students on school related issues and adjustment to all phases of school.	2017-2020	Principal, ORC, Teachers.	Outreach consultant salary and benefits.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1000
			Second Step Curriculum.	4000-4999: Books And Supplies	Title I Part A: Allocation	475

## Planned Improvements in Student Performance

### School Goal #6

<b>SUBJECT: Parent Involvement</b>
<b>LEA/LCAP GOAL:</b>
LCAP GOAL: Create a culture of respect and caring that supports positive relationships among all stakeholders. LEA ACTION: Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents).
<b>SCHOOL GOAL #6:</b>
Strengthen family and community involvement in a welcoming school climate to close achievement gaps  90% of parents will attend at least one parent conference.  50% of parents will attend at least one parent education / family fun event.  5 parents will complete Parent Project classes  STRATEGY: Provide a school climate that encourages parent engagement through educational and beneficial programs and events for parents and families.
<b>Data Used to Form this Goal:</b>
<ul style="list-style-type: none"><li>• Parent conference attendance reporting forms</li><li>• Parent event sign in sheets</li><li>• Parent Project attendance reports</li><li>• PIQE completion reports</li><li>• Analysis of calendar of meetings, agendas, minutes, sign-in sheets, attendance, and graduation records</li></ul>



**Findings from the Analysis of this Data:**

94% of parents attended Fall 2016-2017 parent teacher conference. Spring 2016-2017 conferences are as needed.

2 parent completed Parent Project classes 2016-2017

Parent involvement continues to be a priority, but a challenge.

**How the School will Evaluate the Progress of this Goal:**

Analyze parent involvement rates

Analyze observations and anecdotal data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hold parents events including conferences, assemblies, Parent Project, family fun nights, Back to School night, Open House, School Site Council, Love and Logic, and others.	2017-2020	District, Principal, Grade Level reps, teachers, staff	Plan and conduct parent events; provide materials and supplies for parent events.	4000-4999: Books And Supplies	Title I Part A: Allocation	500
			Provide translation of all oral and written communication to parents.	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	1000
			Provide translation of all oral and written communication to parents.	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	1000
Hold parent conferences annually for all students and an additional conference for "at-risk" students.	2017-2020	Principal, Teachers.	Provide information (letters, flyers, calls) on events.	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	200
			Postage for parent communication.	5700-5799: Transfers Of Direct Costs	Title I Part A: Allocation	300
			Provide interpreters for all parent events.	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Involve all parents in the planning, review, and evaluation of programs (through SSC, ELAC, PTA, and others).	2017-2020	Principal.	Plan and conduct parent events; provide materials and supplies for parent events.	4000-4999: Books And Supplies	LCFF - Supplemental	350
Establish protocols, resources, and support for parents including bi-lingual staff, child care, and outreach. Provide parents with free access to school facilities, child care, translation, materials and resources to facilitate their involvement at school.	2017-2020	Principal, Project Clerk, Community Liaison, Teachers, Staff.	Provide child care for all parent events	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	500
			Provide Project Clerk to facilitate parent communication.	2000-2999: Classified Personnel Salaries	LCFF - Base	16762
			Provide Community Liaison to facilitate parent communication (including extra time).	2000-2999: Classified Personnel Salaries	LCFF - Base	17750
			Provide child care for all parent events.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	500

## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

### Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Health and Safety Programs</b>
<b>SCHOOL GOAL #1:</b>
LEA GOAL: All students will be educated in learning environments that are safe, drug-free, and conducive to learning. LCAP GOAL: Maintain a safe, secure, healthy and positive learning environment for all students and staff.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. A variety of services will be provided for students to help them adapt to school environment, and adjust to all phases of individual growth and how it relates to academic performance. The following programs will be implemented during the school day and after school: <ul style="list-style-type: none"> <li>• Extra-Curricular Activities</li> <li>• Too Good for Drugs Program</li> <li>• Positive Behavior Programs and Strategies (including PBIS)</li> <li>• Second Step Antibullying Program</li> <li>• Student Connections (Teen Court, Foster Youth liaison)</li> <li>• Project Alert (Junior High)</li> <li>• Opportunity Classes (Junior High)</li> <li>• Fitzgerald Classes (8th grade)</li> <li>• Family Therapy Counseling (250 hrs per Junior High)</li> </ul>	2017-2020	Director of Pupil Services	Contract with Fighting Back	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	429,650
			PBIS Training and Resources	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	82,000
			Student Connections (Second Step, Teen Court, Foster Youth Liaison)	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	90,423
			Opportunity Classes (Junior High)	1000-1999: Certificated Personnel Salaries	LCAP Supplemental	500,000
			Fitzgerald Classes (8th grade)	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	365,980
			MFT Counseling	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	65,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2. The following staff will be hired to contribute to safe, healthy school environments conducive to learning:</p> <ul style="list-style-type: none"> <li>• Program Specialist for School Based Services and Family Engagement</li> <li>• Outreach Counselors who will work with students on school related issues and adjustment to all phases of school.</li> <li>• School Psychologists</li> <li>• Health Assistants</li> <li>• District Family Outreach Advocate</li> <li>• UCSB Academic Outreach Counselors</li> <li>• Healthy Start Advocates &amp; Coordinator</li> <li>• School Nurses</li> <li>• Student Supervisors</li> <li>• BCBA Behavioral Support Specialists</li> <li>• School Resource Officers</li> <li>• Truancy Mentors (contract with Fighting Back)</li> <li>• CalSoap Tutors (partnership with Allan Hancock College)</li> <li>• Night Custodians for Extended Day and Family Engagement Activities</li> </ul>	2017-2020	Director of Pupil Services	Outreach Counselors' salaries & benefits	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	621,869
			Program Specialist's salaries & benefits	1000-1999: Certificated Personnel Salaries	LCAP Supplemental	134,156
			Health Assistants' salaries & benefits	2000-2999: Classified Personnel Salaries	LCAP Supplemental	472,911
			Family Outreach Advocate's salaries & benefits	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	80,000
			Healthy Start Advocates & Coordinator's salaries & benefits	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	526,883
			UCSB Academic Outreach Counselors	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	103,000
			Student Supervisors' and Night Custodians' salaries & benefits.	2000-2999: Classified Personnel Salaries	LCAP Supplemental	310,198
			BCBA Behavioral Specialists	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	220,000
			School Resource Officers	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	200,000
			CalSoap Tutors	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	171,804

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #2

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Professional Development</b>
<b>SCHOOL GOAL #2:</b>
<p>LEA GOAL: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics; and all students will be taught by highly qualified teachers. All limited-English proficient students will become proficient in English and reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.</p> <p>LCAP GOAL: Provide effective district/school wide support systems, procedures, processes, materials and practices that support student learning. Develop and enhance programs and services that support English Language Learners becoming proficient in all academic areas.</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Innovative Leadership: District will continue to provide the following activities to promote collaborative leadership and improve student achievement:</p> <ul style="list-style-type: none"> <li>District Instructional Team meetings to coordinate services and support the implementation of LEA, LCAP and School Single Plans.</li> <li>LEA Stakeholder Committee meetings to provide input, monitor implementation, and assess effectiveness of LEA and School Single Plans.</li> <li>Bi-annual leadership retreats for all district and school leaders interspersed with monthly meetings for professional development</li> </ul>	2017-2020	Superintendent Assistant Superintendent of Instruction Director of Curriculum and Instruction Coordinator of Curriculum TOSAs/Principals	District TOSAs' Salaries & Benefits (26.57% funded with Title I-PISA)	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	132,540
			Extra time for teachers to attend professional development	1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	91,000
			Extra time for classified staff to prepare training materials	2000-2999: Classified Personnel Salaries	Title I Part A: Professional Development (PI Schools)	940
			Books and training supplies	4000-4999: Books And Supplies	Title I Part A: Professional Development (PI Schools)	82,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>School and teacher leaders' monthly meetings within cluster groups to examine and plan effective strategies to improve student achievement.</li> <li>Outside consultants to provide training and coaching for district and school leaders on Professional Learning Communities, Leadership, Research-Based Instructional Strategies, and State Common Core Standards.</li> </ul>	2017-2020	Superintendent Assistant Superintendent of Instruction Director of Curriculum and Instruction Coordinator of Curriculum TOSAs/Principals	Professional Development, Conferences and Outside Consultants	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	400,000
			Use Title I-PISA funds to supplement cost for Professional Development, Conferences & Presenters	5000-5999: Services And Other Operating Expenditures	Title I Part A: Professional Development (PI Schools)	143,800
2. Innovative Instructional Delivery: <ul style="list-style-type: none"> <li>Minimum days will be allocated on a weekly basis for professional development and collaborative grade level meetings:</li> <li>Continue to provide administrative, certificated and classified staff with professional development that supports State Standards in all academic areas, provides best practices, and supports the needs and program needs of school sites from preschool through 8th grade, including but not limited to, Math, ELA, ELD, Science, Social Studies, GATE, AVID, Dual Language Immersion, STEM, PE, Technology, Special Education, Preschool, Robotics and Visual and Performing Arts.</li> </ul>	2017-2020	Superintendent Assistant Superintendent of Instruction Director of Curriculum and Instruction Coordinator of Curriculum TOSAs Principals	District TOSAs' salaries and benefits (73.42% funded with Title II)	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	348,014
			District TOSAs' salaries and benefits (5 staff funded with LCAP)	1000-1999: Certificated Personnel Salaries	LCAP Supplemental	609,048
			Site Intervention Teachers' salaries and benefits (91% funded with LCAP)	1000-1999: Certificated Personnel Salaries	LCAP Supplemental	1,783,635
			Site Intervention Teachers' salaries and benefits (9% funded with Title II)	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	174,142
			Prof. Dev. Physical Education Specialists' salaries and benefits	1000-1999: Certificated Personnel Salaries	LCAP Supplemental	1,419,985
			Professional Development, Conferences and Outside Consultants	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	260,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>District Teachers on Special Assignment, intervention teachers and Lead Learners will be hired to provide training and coaching for teachers.</li> <li>Coordinator, MEPIC Clerk, and Account Clerk will be hired to organize professional development and provide clerical support for professional development.</li> <li>Lesson Study will be implemented focusing on ELA and math for collaborative planning and the enhancement of instructional delivery.</li> <li>During minimum days teachers and administrators meet to monitor student progress, using formative and summative assessments for strategic and intensive interventions during and outside the school day.</li> <li>Conference opportunities are provided on Common Core Standards, English Learner instruction, Professional Learning Communities, and offerings by Santa Barbara County Education Office.</li> </ul>	2017-2020	Superintendent Assistant Superintendent of Instruction Director of Curriculum and Instruction Coordinator of Curriculum TOSAs Principals	Lead Learners' salaries and benefits	1000-1999: Certificated Personnel Salaries	LCAP Supplemental	430,503
			Coordinator's salaries and benefits (25% funded with Title II)	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	42,835
			Clerks' salaries and benefits (Part-time clerk II and 10% Account Clerk III funded with Title II)	2000-2999: Classified Personnel Salaries	Title II Part A: Improving Teacher Quality	26,292

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>Curriculum Subs are hired to release teachers for lesson study and collaborative planning .</li> <li>New Teachers participate in the Teacher Induction Program to focus on the California Standards of the Teaching Profession.</li> <li>District has a recruitment and retention plan that includes partnerships with local colleges and universities, posting all certificated and classified positions on Edjoin.org, local newspapers and internet websites, and creating a pool of highly qualified candidates (Curriculum subs, teacher tutors, LATs).</li> <li>Teachers and administrators are surveyed to identify areas of professional development need</li> <li>Site professional development plans are monitored yearly for alignment to district LEA Plan.</li> </ul>	2017-2020	Superintendent Assistant Superintendent of Instruction Director of Curriculum and Instruction Coordinator of Curriculum Curriculum TOSAs Principals	Curriculum Subs' salaries and benefits	1000-1999: Certificated Personnel Salaries	LCAP Supplemental	549,938
			Training materials and supplies	4000-4999: Books And Supplies	Title II Part A: Improving Teacher Quality	4,500
			Use of rooms, equipment and facilities.	0000: Unrestricted	In Kind	0



## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #3

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Family and Community Involvement</b>
<b>SCHOOL GOAL #3:</b>
LCAP GOAL: Create a culture of respect and caring that supports positive relationships among all stakeholders. LEA ACTION: Involvement of staff, parents, and community (including notification procedures, parent outreach and interpretation of student assessment results to parents).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Parent Involvement: The school will conduct the following activities to involve parents in the Title I Program:</p> <ul style="list-style-type: none"> <li>• Hold annual Title I parent meeting to inform parents about Title I programs and services available for their children.</li> <li>• Hold three annual parent meetings: Back to School Night, Open House and English Learner Orientation.</li> <li>• Hold meetings with School Site Council and English Learner Advisory Committee six times per year.</li> <li>• Hold parent conferences for all students and students “at-risk” three times per year.</li> <li>• Involve parents in planning, monitoring and evaluating programs, Title I Parent Involvement Policy, Parent Compact and School Plan</li> </ul>	2017-2020	School Administrators Director of Consolidated Projects English Learner Coordinator Community Liaisons Teachers	Parent Rights and Responsibilities Handbook.	5000-5999: Services And Other Operating Expenditures	LCAP Base	19,200
			School Accountability Report Cards.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	6,000
			Parent materials, books, equipment, software, reprographics and supplies.	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	89,286
			Child care and interpreters for parent meetings	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	2,856
			Mailing and reprographics for family packets	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	5,750
			Snacks and supplies for parent trainings and meetings	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	6,230
			Contract with Santa Barbara County Education Office	5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	11,500
			Translation of School Single Plans	5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	20,693

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>Encourage parents to participate in school by attending parent meetings and volunteering in school, and participate in decision making by serving on district and school committees.</li> </ul>	2017-2020					
<p>2. Parent Education: The district/school will provide the following parent education programs to prepare parents to be involved in their children’s education:</p> <ul style="list-style-type: none"> <li>Parent Project classes for parents of students at risk will be provided three times per year.</li> <li>Dare to Thrive (Atreviendose a Prosperar) Family Engagement program will be conducted at 10 schools every year.</li> <li>English as a Second Language classes will be provided for parents and children at 13 schools every year.</li> <li>Spanish Literacy classes will be provided for parents at two elementary schools every year.</li> <li>Parent Programs, Workshops and Family Conferences to enhance parenting skills, literacy, math, technology, and leadership (Love and Logic, Home Instruction for Parents of Preschool Youngsters, Mixteco Nurturing Parenting, Family Literacy/Math nights, Computer Literacy).</li> </ul>	2017-2020	School Administrators Director of Consolidated Projects English Learner Coordinator Family Advocates Community Liaisons Teachers	<p>Contract with Fighting Back for Parent Project and Mixteco Nurturing Parenting classes</p> <p>Contract with Fighting Back for Dare to Thrive Family Engagement Program</p> <p>Provide ESL and Spanish Literacy classes for parents and children in partnership with Allan Hancock College</p> <p>Child care and interpreters for parent classes and parent orientation</p> <p>Trainings and conferences</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>LCAP Supplemental</p> <p>Title I Part A: Parent Involvement</p> <p>LCAP Supplemental</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p>	<p>35,165</p> <p>50,000</p> <p>613,627</p> <p>7,500</p> <p>2,000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>District-wide parent Orientation to prepare parents prior to SSC/ELAC elections every two years.</li> <li>District-wide training for SSC/ELAC members every two years.</li> </ul>	2017-2020					
<p>3. Parent Resources: The District/school will provide resources, and trainings to maximize outreach efforts and services for parents of students at risk:</p> <ul style="list-style-type: none"> <li>A Director of Consolidated Projects and Assistant Administrator will be hired to support the implementation of parent involvement policies and categorical program activities as outlined in the LEA and School Single Plans.</li> <li>A Secretary and support staff will be hired to provide clerical support to the district and schools in the implementation of parent involvement policies and categorical program activities as outlined in the LEA and School Single Plans.</li> </ul>	2017-2020	School Administrators English Learner Coordinator Director of Consolidated Projects Family Advocates Community Liaisons Teachers	<p>Categorical Program Administrators' salaries &amp; benefits (25% Director and 10% Assistant Administrator funded with LCFF-Base).</p> <p>Categorical Program Administrators' salaries &amp; benefits (25% Director and 5% Assistant Administrator funded with Title I)</p> <p>CPO Secretary, Account Clerk, Clerk III and Clerk IV's salaries &amp; benefits (50% funded with LCFF-Base)</p> <p>CPO Secretary and Account Clerk's salaries &amp; benefits (50% funded with Title I)</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p>	<p>LCAP Base</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>LCAP Base</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p>	<p>63,206</p> <p>56,291</p> <p>150,770</p> <p>80,000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>Three full time district bilingual translators (English/Spanish) and two district trilingual translators (English/Spanish/Mixteco) will be hired at the district to provide written translations and interpretation for families who speak a language other than English.</li> <li>A full time Bilingual Community Liaison will be hired at each school to connect families with school, encourage attendance at parent education events, refer them to district/school programs, and connect them with community organizations to access resources available.</li> <li>A full time Bilingual Community Liaison will be hired at the district to connect families with the school district, schools and community and support the implementation of family engagement programs.</li> <li>A Family Advocate will be hired for each Junior High and feeder group cluster (4 total) to assist with parent outreach and support services for students at risk.</li> </ul>	2017-2020	School Administrators English Learner Coordinator Director of Consolidated Projects Family Advocates Community Liaisons Teachers	Full Time Bilingual/Trilingual Translators' salaries & benefits.	2000-2999: Classified Personnel Salaries	LCAP Supplemental	320,386
			Full time Community Liaisons' salaries & benefits (46.15% funded by District LCAP).	2000-2999: Classified Personnel Salaries	LCAP Supplemental	622,220
			Family Advocates' salaries & benefits.	2000-2999: Classified Personnel Salaries	LCAP Supplemental	245,175

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>A Project Clerk will be hired at each school to assist with categorical programs, parent outreach and identification/reclassification of English Learners, Migrant, Emergency Immigrant and Homeless students.</li> <li>The school will use various means to provide parents with timely information, such as letters, flyers, handouts, audiovisuals, phone calls, home visits, and informational meetings.</li> <li>The Parent Square Automated Phone Call System will be used to ensure that all parents receive information and reminders about school events, parent meetings, and student activities.</li> <li>Community Liaisons and Project Clerks will receive ongoing training on outreach strategies and services available for EL's and parent events.</li> <li>The school will disseminate information related to district/school, parent programs, parent meetings, committee meetings, school board meetings, and other activities in a form and language that parents understand. All information will be provided in English and the parents' primary language.</li> </ul>		School Administrators English Learner Coordinator Director of Consolidated Projects Family Advocates Community Liaisons Teachers	Project Clerks' salaries & benefits (16.7% funded with LCFF-Base)	2000-2999: Classified Personnel Salaries	LCAP Base	207,034
			Project Clerks' salaries & benefits (16.7% funded with Title I)	2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	207,034
			ParentSquare	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	39,200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>Special accommodations and materials will be provided for persons with disabilities, parents who speak a language other than English, migratory farm workers, socioeconomic disadvantaged, and others.</li> <li>The school will provide parents with free access to school facilities, child care, translation, materials and resources to facilitate their involvement at school. Interpreters and child care will be provided for all parent meetings.</li> </ul>		School Administrators English Learner Coordinator Director of Consolidated Projects Family Advocates Community Liaisons Teachers	In kind expenses such as use of rooms and equipment.	0000: Unrestricted	In Kind	0

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #4

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in After School Programs</b>
<b>SCHOOL GOAL #4:</b>
<p>LEA GOAL: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics; and all students will be taught by highly qualified teachers. All limited-English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.</p> <p>LCAP GOAL: Provide effective district/school wide support systems, procedures, processes, materials and practices that support student learning. Develop and enhance programs and services that support English Language Learners becoming proficient in all academic areas.</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>The district will support the implementation of academic and enrichment after school programs that promote student engagement and achievement, including but not limited to:</p> <ul style="list-style-type: none"> <li>• Saturday School</li> <li>• Summer School</li> <li>• Intersession Programs</li> <li>• Before/After School Tutoring</li> <li>• Kinder Bridge</li> <li>• Arts</li> <li>• Band</li> <li>• Sports</li> <li>• English Language Development</li> <li>• Reading/Writing</li> <li>• Mathematics/Algebra JumpStart</li> <li>• Science</li> <li>• Social Studies</li> <li>• Technology/Computer</li> <li>• College and Career Readiness</li> <li>• Speech &amp; Debate Club</li> </ul>	2017-2020	Coordinator of ASES and After School Programs School Principals Assistant Principals Deans	Crossing Guards and Transportation for after school programs at 16 elementary schools	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	75,000
			After school programs at 4 junior high schools	1000-1999: Certificated Personnel Salaries	LCAP Supplemental	100,000
			District Extended Day Programs (Saturday School, Summer School, Winter Intersession, Kinder Bridge, Algebra Jumpstart, Newcomer classes)	1000-1999: Certificated Personnel Salaries	LCAP Supplemental	1,100,000

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #5

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in After School Education &amp; Safety Program (ASES)</b>
<b>SCHOOL GOAL #5:</b>
<p>LEA GOAL: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics; and all students will be taught by highly qualified teachers. All limited-English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.</p> <p>LCAP GOAL: Provide effective district/school wide support systems, procedures, processes, materials and practices that support student learning. Develop and enhance programs and services that support English Language Learners becoming proficient in all academic areas. Maintain a safe, secure, healthy and positive learning environment for all students and staff.</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. The ASES grant funds after school programs at 15 elementary school sites, 4 junior high sites and two off-site locations at Los Adobes de Maria &amp; Evans Park. The district provides additional funding to expand the ASES program at 3 elementary schools and one off-site campus. The ASES program is implemented in partnership with local community organizations. A variety of academic and enrichment activities are provided to students after school:</p> <ul style="list-style-type: none"> <li>Students in grades TK-6 are served from dismissal until 6:00 pm, 177 days per year, and attend a minimum of 5 days per week for a total of 15 hours.</li> <li>Students in grades 7-8 are served from dismissal until 6:30 pm, 177 days per year, and attend a minimum of 3 days per week for a total of 9 hours.</li> </ul>	2017-2020	Coordinator of ASES and After School Programs	Coordinator's salaries and benefits	1000-1999: Certificated Personnel Salaries	After School and Education Safety (ASES)	130,600
			Secretary and Clerk III's salaries and benefits	2000-2999: Classified Personnel Salaries	After School and Education Safety (ASES)	136,945
			Instructional materials and supplies	4000-4999: Books And Supplies	After School and Education Safety (ASES)	55,864
			Contract with Community Agencies	5000-5999: Services And Other Operating Expenditures	After School and Education Safety (ASES)	1,463,607
			Indirect Cost	7000-7439: Other Outgo	After School and Education Safety (ASES)	39,817



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2. The ASES Program includes two main program elements every day:</p> <ul style="list-style-type: none"> <li>• Educational and Literacy: provide homework assistance and tutoring to help students meet state standards in language arts, math, social studies and science.</li> <li>• Educational Enrichment: provide enrichment activities that reinforce and complement the school's academic program and core curriculum, such as visual and performing arts, music, physical education, health, nutrition, career awareness, community-service and youth development.</li> <li>• All TK-6 students receive a nutritious snack and a small dinner daily.</li> <li>• All 7-8 grade students will receive a small dinner daily.</li> <li>• The ratio of students to ASES staff will be 20:1</li> <li>• ASES staff receive on-going professional development related to effective practices in working with students.</li> <li>• A teacher from each school site is hired to serve as ASES Academic Liaison to support the communication between the school site and ASES program, provide support to align the after school program with the instructional day, and mentor ASES staff.</li> </ul>	2017-2020	Coordinator of ASES and After School Programs	Contract with community agencies to offer the ASES program at Jimenez School to serve 80 students, expand ASES programs at Bruce and Tunnell schools to increase from 80 to 100 students at each site, and serve 20 additional students at Los Adobes de Maria.	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	192,500

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #6

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Migrant Education Program (MEP)</b>
<b>SCHOOL GOAL #6:</b>
LEA GOAL: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics; and all students will be taught by highly qualified teachers. All limited-English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
LCAP GOAL: Provide effective district/school wide support systems, procedures, processes, materials and practices that support student learning. Develop and enhance programs and services that support English Language Learners becoming proficient in all academic areas.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide the following supplemental educational programs for migrant students in grades K-8 to help them meet common core standards in English language arts, math, social studies and science, and college and career readiness standards: <ul style="list-style-type: none"> <li>• Migrant Extended Day</li> <li>• Migrant After School Tutoring/Homework</li> <li>• Migrant Saturday School</li> <li>• Migrant Summer School</li> <li>• Migrant Distance Learning</li> <li>• Science Camp Keep Program</li> <li>• Speech &amp; Debate</li> <li>• UCSB Summer Algebra Academy</li> <li>• Social Studies/Civics Close Up</li> <li>• STEM College Residential</li> </ul>	2017-2020	Director of Consolidated Projects and Migrant Education Assistant Administrator for Migrant and Consolidated Projects Migrant Program Specialist Migrant Family Advocate Migrant Health Clerk Principals Assistant Principals	Migrant Extended Day & After School Tutoring	1000-1999: Certificated Personnel Salaries	Migrant Ed	1,263,944
			Migrant Saturday School	1000-1999: Certificated Personnel Salaries	Migrant Ed	242,078
			Migrant Summer School & Distance Learning	1000-1999: Certificated Personnel Salaries	Migrant Ed	367,212
			Science Camp Keep	5000-5999: Services And Other Operating Expenditures	Migrant Ed	21,100
			Speech & Debate	5000-5999: Services And Other Operating Expenditures	Migrant Ed	33,997
			Summer College Residential Programs	5000-5999: Services And Other Operating Expenditures	Migrant Ed	188,850
			Social Studies/Civics Close Up	5000-5999: Services And Other Operating Expenditures	Migrant Ed	94,989

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2. Provide the following high quality early childhood education programs for 3-5 year old migrant children to support the development of the whole child in the areas of language development, social/emotional, cognitive/literacy, gross/fine motor skills and health/safety :</p> <ul style="list-style-type: none"> <li>• School Readiness Home Education</li> <li>• Migrant Preschool Twilight Centers</li> <li>• Migrant Preschool Saturday Academy</li> <li>• Migrant Summer School Readiness Program</li> <li>• Migrant Family Biliteracy Program</li> </ul>	2017-2020	Director of Consolidated Projects and Migrant Education Assistant Administrator for Migrant and Consolidated Projects Migrant Program Specialist Migrant Family Advocate	MESRP Home Education	1000-1999: Certificated Personnel Salaries	Migrant Ed	220,908
			Migrant Preschool Twilight Centers	1000-1999: Certificated Personnel Salaries	Migrant Ed	273,139
			MESRP Saturday Academy	1000-1999: Certificated Personnel Salaries	Migrant Ed	20,703
			MESRP Summer Academy	1000-1999: Certificated Personnel Salaries	Migrant Ed	29,827
			Migrant Family Biliteracy Program		Migrant Ed	38,702
<p>3. Provide professional development for educators and student services staff on research-based strategies, common core standards, MEP curriculum, and needs of migrant students.</p>	2017-2020	Director of Consolidated Projects and Migrant Education Assistant Administrator for Migrant and Consolidated Projects Migrant Program Specialist Migrant Preschool Teachers	In kind expenses such as use of rooms and equipment - General funds, MESRP & Title I- Part C Indirect Cost	0000: Unrestricted	In Kind	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>4. Provide support programs to migrant students from age 3 through eighth grade to help them overcome barriers that may be interfering with their education:</p> <ul style="list-style-type: none"> <li>Dental, Vision and Health Screening (3-5 y/o)</li> <li>Dientes Sanos/Healthy Teeth Program</li> <li>Migrant Dental Clinic</li> <li>Emergency Medical/Dental Services</li> <li>Emergency Clothing</li> <li>Behavioral/Social Emotional Support Services</li> </ul>	2017-2020	Director of Consolidated Projects and Migrant Education Assistant Administrator for Migrant and Consolidated Projects Migrant Program Specialist Migrant Health Clerk Migrant Family Advocate	Health Screening	2000-2999: Classified Personnel Salaries	Migrant Ed	20,050
			Dientes Sanos/Fluoride & Varnish	2000-2999: Classified Personnel Salaries	Migrant Ed	13,218
			Migrant Dental Clinic	5000-5999: Services And Other Operating Expenditures	Migrant Ed	21,851
			Emergency Medical/Dental	5000-5999: Services And Other Operating Expenditures	Migrant Ed	13,000
			Emergency Clothing	5000-5999: Services And Other Operating Expenditures	Migrant Ed	13,951
			Behavioral Support Services	5000-5999: Services And Other Operating Expenditures	Migrant Ed	45,801
<p>5. Provide research-based programs to migrant families to promote parent involvement and parent leadership:</p> <ul style="list-style-type: none"> <li>State Migrant Parent Conference</li> <li>Regional Migrant Family Literacy Conference</li> <li>State Migrant Parent Advisory Committee (SPAC) meetings</li> <li>Regional Migrant Parent Advisory Committee (RAC) meetings</li> <li>PAC Family Literacy Nights</li> </ul>	2017-2020	Director of Consolidated Projects and Migrant Education Assistant Administrator for Migrant and Consolidated Projects Migrant Program Specialist Migrant Family Advocate Migrant Health Clerk	Annual State Migrant Parent Conference	5000-5999: Services And Other Operating Expenditures	Migrant Ed	30,590
			Annual Regional Migrant Conference	1000-1999: Certificated Personnel Salaries	Migrant Ed	27,180
			SPAC meetings	5000-5999: Services And Other Operating Expenditures	Migrant Ed	5,482
			RAC meetings	2000-2999: Classified Personnel Salaries	Migrant Ed	5,089
			PAC Family Literacy Nights	2000-2999: Classified Personnel Salaries	Migrant Ed	31,828

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #7

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in McKinney-Vento Homeless Program</b>
<b>SCHOOL GOAL #7:</b>
LEA GOAL: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics; and all students will be taught by highly qualified teachers. All limited-English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
LCAP GOAL: Provide effective district/school wide support systems, procedures, processes, materials and practices that support student learning. Develop and enhance programs and services that support English Language Learners becoming proficient in all academic areas.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide the following supplemental educational programs and services for homeless and foster youth to help them meet common core standards in English language arts and math: <ul style="list-style-type: none"> <li>• After School Tutoring</li> <li>• Saturday School</li> <li>• Summer School</li> <li>• Hygiene supplies, emergency clothing, books &amp; school supplies</li> <li>• Homeless Foster Youth Mentor/Tutor</li> </ul>	2017-2020	Director of Consolidated Projects Director of Pupil Services Program Specialist Migrant/Homeless Family Advocate	Saturday School (funded with McKinney-Vento Grant)	1000-1999: Certificated Personnel Salaries	Other	24,001
			Summer School (funded with McKinney-Vento Grant)	1000-1999: Certificated Personnel Salaries	Other	9,116
			Emergency clothing, books & school supplies (funded with McKinney-Vento Grant)	4000-4999: Books And Supplies	Other	62,968
			Contract with Fighting Back for after school program at Good Samaritan Homeless Shelter (funded with McKinney-Vento Grant)	5000-5999: Services And Other Operating Expenditures	Other	10,000
			In kind expenses such as use of rooms and equipment	0000: Unrestricted	In Kind	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2. Provide the following high quality early childhood education programs and services for 3-5 year old homeless and foster children:</p> <ul style="list-style-type: none"> <li>• Head Start Program at Good Samaritan Shelter</li> <li>• Hygiene supplies, emergency clothing, books &amp; school supplies</li> </ul>	2017-2020	<p>Director of Consolidated Projects  Director of Pupil Services  Program Specialist  Migrant/Homeless  Family Advocate</p>	Contract with Fighting Back Santa Maria Valley	0000: Unrestricted	District Funded	0
<p>3. Partner with community agencies to provide support services for homeless and foster youth to help them overcome barriers that are interfering with their education:</p> <ul style="list-style-type: none"> <li>• Dental Access Resource</li> <li>• Santa Maria Healthy Start</li> <li>• School Supplies &amp; backpacks</li> <li>• Health and hygiene supplies</li> <li>• Immunization &amp; Referrals for health services</li> <li>• Emergency Food &amp; Clothing</li> <li>• Emergency Housing/Shelter</li> <li>• Transportation</li> <li>• Home Visits</li> <li>• Enrollment &amp; Records Assistance</li> <li>• Mental Health/Behavioral Support</li> <li>• Homeless Liaison Case Worker</li> <li>• Foster Youth Case worker</li> </ul>	2017-2020	<p>Director of Consolidated Projects  Director of Pupil Services  Program Specialist  Migrant/Homeless  Family Advocate</p>	<p>Contract with Fighting Back for full time Homeless Liaison (funded with Title I–Part A Homeless-Set Aside)</p> <p>Contract with Fighting Back for part time Homeless Liaison (funded with McKinney-Vento Grant)</p> <p>In kind expenses such as use of rooms and equipment</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>0000: Unrestricted</p>	<p>Title I Part A: Disadvantaged Students</p> <p>Other</p> <p>In Kind</p>	<p>45,500</p> <p>39,396</p> <p>0</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4. Provide research-based programs for homeless and foster families to support their children's education: <ul style="list-style-type: none"> <li>• Parent Project for parents of students at risk</li> <li>• Family Engagement Program "Dare to Thrive"</li> <li>• Homeless/Foster Youth Parent Meetings</li> </ul>	2017-2020	Director of Consolidated Projects Director of Pupil Services Program Specialist Migrant/Homeless Family Advocate	Contract with Fighting Back for Parent Project and Family Engagement Program "Dare to Thrive" (included in Centralized Goal 3)	5000-5999: Services And Other Operating Expenditures	Title I Part A: Disadvantaged Students	0
			Interpreters, child care and supplies for Homeless/Foster Youth meetings	2000-2999: Classified Personnel Salaries	Title I Part A: Disadvantaged Students	2,000
			In kind expenses such as use of rooms and equipment	0000: Unrestricted	In Kind	0
5. Provide professional development for educators and support staff to heighten their understanding and sensitivity to the needs of homeless and foster children and youth, including the specific needs of runaways.	2017-2020	Director of Pupil Services Program Specialist Migrant/Homeless Family Advocate	Program Specialist's salaries & benefits (20% funded with LCAP)	1000-1999: Certificated Personnel Salaries	LCAP Supplemental	26,644
			Migrant/Homeless Family Advocate's salaries & benefits (20% funded with McKinney-Vento)	2000-2999: Classified Personnel Salaries	Other	15,607

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #8

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Learner &amp; Immigrant Programs</b>
<b>SCHOOL GOAL #8:</b>
LEA GOAL: All limited-English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
LCAP GOAL: Develop and enhance programs and services that support English language learners becoming proficient in all academic areas.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. The district will provide effective staff professional development:</p> <ul style="list-style-type: none"> <li>Teachers will receive further professional development with emphasis on the best teaching practices for English Language Development. The district will utilize local resources and hire outside agencies to lead this work.</li> <li>Professional development will be provided to all bilingual instructional assistants on how to support newcomers, long-term English learners, and English learners in general in the language acquisition process.</li> <li>Professional development will be provided to extended day teachers who will work specifically on the development of reading and writing skills for newcomers and long-term English learners during intervention programs outside of the regular school day.</li> </ul>	2017-2020	English Learner Coordinator Principals District EL TOSAs Site EL Coaches	Local conferences on-site and outside the district	5000-5999: Services And Other Operating Expenditures	Title III Part A: Language Instruction for LEP Students	100,000
			Local conferences for classified staff	2000-2999: Classified Personnel Salaries	Title III Part A: Language Instruction for LEP Students	10,000
			On-site Professional Development for Extended Day	1000-1999: Certificated Personnel Salaries	Title III Part A: Language Instruction for LEP Students	8,952
			District professional development	5000-5999: Services And Other Operating Expenditures	LCAP Supplemental	50,000



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2. The district will provide the following services and staff to ensure English proficiency and academic achievement of English learners:</p> <ul style="list-style-type: none"> <li>• Purchase supplemental materials to support the ELD instruction for English learners, long-term English learners and newcomers.</li> <li>• Purchase assessments to monitor the academic growth and language development of all English learners.</li> <li>• Hire a District English Learner Coordinator to oversee the implementation of the English Learner Master Plan and English Language Development Program at each school site.</li> <li>• Hire two District Teachers on Special Assignment (TOSA) to support teachers in the instruction of Designated ELD and provide professional development districtwide.</li> <li>• Hire an English Learner Coach/Intervention Teacher for each elementary site to assist with on-site professional development and ELD instruction, and support the Response to Intervention for English learners and newcomers.</li> <li>• Hire a certificated Limited Assignment Teacher for each junior high school to support ELD/ELA interventions and small group instruction.</li> </ul>	2017-2020	English Learner Coordinator ASES Coordinator PrincipalsDistrict EL TOSAsSite EL Coaches	Supplemental materials & supplies	4000-4999: Books And Supplies	Title III Part A: Language Instruction for LEP Students	101,200
			ELD Assessments	4000-4999: Books And Supplies	Title III Part A: Language Instruction for LEP Students	20,000
			Imagine Learning Instructional software	4000-4999: Books And Supplies	LCAP Supplemental	250,000
			English Learner Coordinator's salaries & benefits	1000-1999: Certificated Personnel Salaries	LCAP Supplemental	153,641
			English Learner TOSAs' salaries & benefits	1000-1999: Certificated Personnel Salaries	LCAP Supplemental	243,620
			English Learner Coaches/Intervention Teachers' salaries & benefits	1000-1999: Certificated Personnel Salaries	LCAP Supplemental	2,037,366
			Limited Assignment Teachers' salaries & benefits	1000-1999: Certificated Personnel Salaries	LCAP Supplemental	132,180

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>Hire two certificated teacher tutors for each elementary school to support ELD/ELA interventions and small group instruction.</li> <li>Hire bilingual instructional assistants for each transitional kindergarten, kindergarten, first grade, second grade and third grade classes to provide instructional support for English learners and students at risk.</li> <li>Hire twenty bilingual instructional assistants to provide extra support to newcomers and long-term English learners.</li> <li>Funds will be set aside for school sites to conduct their own extended day programs for English learners, with emphasis on reading and writing for newcomers and long-term English learners.</li> <li>Provide extended day classes with emphasis on reading and writing for long-term English learners in partnership with ASES.</li> </ul>	2017-2020	English Learner Coordinator Principals District EL TOSAs Site EL Coaches	Teacher Tutors' salaries & benefits	1000-1999: Certificated Personnel Salaries	LCAP Supplemental	896,865
			Bilingual Instructional Assistants' salaries & benefits for primary grades	2000-2999: Classified Personnel Salaries	LCAP Supplemental	3,474,343
			Bilingual Instructional Assistants' salaries & benefits for newcomers and LTELs	4000-4999: Books And Supplies	Title III Part A: Language Instruction for LEP Students	320,000
			Teachers' salaries & benefits for site extended day programs	1000-1999: Certificated Personnel Salaries	Title III Part A: Language Instruction for LEP Students	230,000
			Teachers' salaries & benefits for ASES LTEL program	1000-1999: Certificated Personnel Salaries	Title III Part A: Language Instruction for LEP Students	175,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3. The district/school will promote parent, family and community engagement in the education of English learners:</p> <ul style="list-style-type: none"> <li>• Provide parental notifications to all parents and guardians of English learners within 30 days of enrollment and placement relevant to Title III.</li> <li>• Hire support staff to provide parent outreach and parent communication, and support EL monitoring and redesignation.</li> <li>• The district will provide family literacy nights at each school site to engage parents and children in reading activities.</li> <li>• Parents and children will participate in literacy activities at the Santa Maria City Public Library.</li> <li>• Parents will participate in meetings to be informed of their children's English learner status, the reclassification process, the relevance of A-G high school courses, and what parents can do at home to support their children's redesignation.</li> </ul>	2017-2020	English Learner Coordinator Principals District EL TOSAs	Project Clerks' salaries & benefits (7% funded with Title III-LEP)	2000-2999: Classified Personnel Salaries	Title III Part A: Language Instruction for LEP Students	100,000
			Interpreters & child care for parent meetings	2000-2999: Classified Personnel Salaries	Title III Part A: Language Instruction for LEP Students	5,000
			Books, supplies & snacks for parent literacy nights	4000-4999: Books And Supplies	Title III Part A: Language Instruction for LEP Students	20,000
4. Provide enhanced instructional opportunities for immigrant children and youth, including supplementary materials to accelerate their language acquisition.	2017-2020	English Learner Coordinator Principals District EL TOSAs Site EL Coaches	Purchase Imagine Learning software	4000-4999: Books And Supplies	Title III Immigrant Education Program	13,489

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF - Base	75261	0.00
LCFF - Supplemental	40385	0.00
Title I Part A: Allocation	44779	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Base	75,261.00
LCFF - Supplemental	40,385.00
Title I Part A: Allocation	44,779.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	56,477.00
2000-2999: Classified Personnel Salaries	66,084.00
4000-4999: Books And Supplies	21,329.00
5000-5999: Services And Other Operating Expenditures	16,235.00
5700-5799: Transfers Of Direct Costs	300.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF - Base	29,177.00
2000-2999: Classified Personnel Salaries	LCFF - Base	46,084.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	27,300.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	2,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	5,350.00
5000-5999: Services And Other Operating	LCFF - Supplemental	5,735.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	18,000.00
4000-4999: Books And Supplies	Title I Part A: Allocation	15,979.00
5000-5999: Services And Other Operating	Title I Part A: Allocation	10,500.00
5700-5799: Transfers Of Direct Costs	Title I Part A: Allocation	300.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	42,039.00
<b>Goal 2</b>	43,249.00
<b>Goal 3</b>	2,000.00
<b>Goal 4</b>	31,000.00
<b>Goal 5</b>	2,275.00
<b>Goal 6</b>	39,862.00

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Ron Smith	X				
Deborah Shenfil		X			
Kim Carey		X			
Reacy Reed		X			
Savannah Dickerson			X		
Maria Ortiz				X	
Juana Solorio				X	
Leticia Morales				X	
Jessica Garcia				X	
Melissa Mitchell				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.



## Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature



X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature



X Other committees established by the school or district (list):

Leadership Team

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on May 24, 2017.

Attested:



Ron Smith

Typed Name of School Principal

Signature of School Principal

Date



Maria Ortiz

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date